

REPORT

GENTLEMEN: Your School Committee, in making their annual Report, are required to make a *detailed statement* of the condition of the several schools in town. Before proceeding to this duty, however, it may be proper to mention a change which has occurred in the Committee during the year. Rev. Robert Carver, who was elected to the office at the commencement of the year, after having served for about half the term, removed from the town; and the vacancy occasioned by his resignation was filled, according to the provisions of law, by the election of Rev. Wm. Read.

DETAILED REPORT.

DISTRICT NO. 1.

Number of persons in the district between the ages of 5 and 15 are 43. Amount of money appropriated to the district—\$165.93.

Prudential Committee—BRADDOCK FIELD.

SUMMER TERM. Teacher—Miss Elizabeth H. Godfrey, of Norton. Number of scholars attending school 45; Average attendance 38; Length of school 2 1-2 months; Amount of pay received by the teacher, including board, \$45.

This has been a very pleasant and profitable term of school. Miss Godfrey possesses qualifications for teaching which can hardly fail of placing her in the front rank of her profession. In the management of the school, she evinced superior skill and discretion, and a happy faculty of keeping all pleasantly and profitably employed during study hours. This is an important consideration, and one that is too much overlooked by those who aspire to become teachers. Good order prevailed during the school; and it was main-

tained in so quiet and happy a manner, that each scholar seemed desirous of contributing his share of self-government, so necessary for its accomplishment.

It is a matter of regret that the term could not have been continued, at least, another month.

WINTER TERM. Teacher—W. M. Copeland. Number of scholars 52; Average attendance $39\frac{3}{6}$; Length of school 3 months; Amount of pay received by teacher, including board \$107.35.

The average attendance was seriously decreased by sickness which prevailed extensively among the scholars, towards the close of the term. This necessarily abridged the usefulness of the school. But the other members of the Committee deem it but just to say that, the progress and appearance of the school were good, sustaining the high reputation which Mr. Copeland has achieved, as a teacher, by years of successful experience.

A new school house, or a thorough remodeling of the old one, we think, is much needed in this district.

DISTRICT NO. 2.

Number of persons in the district between the ages of 5 and 15 are 34. Amount of money appropriated to the district \$142.25.

Prudential Committee—LORENZO HALL.

SUMMER TERM. Teacher—Miss Sophia A. Townsend, of Berkley. Whole number of scholars 36; Average attendance 30; Length of school 3 months; Amount received by teacher as pay, including board, \$60.

Miss Townsend has had considerable experience in teaching, and we believe also has had the reputation of being tolerably successful; and we wish not to detract from the well deserved reputation of any one who engages in the arduous business of teaching. But in speaking of this school we must say that we were somewhat disappointed in our expectations. The progress of the school was retarded by inefficiency of discipline. There seemed to be a want of studiousness, and consequently of promptness and anima-

tion, on the part of the scholars, which an energetic and skilful teacher can do much to obviate.

We are glad, however, to be able to say that the condition of the school, both as regards order and study, was considerably improved during the latter part of the term; and, at the closing examination, it was manifest that some progress had been made in all the branches pursued. Very commendable improvement was manifested by some of the older scholars, particularly in Arithmetic.

WINTER TERM. Teachers—Alfred M. Williams, of Taunton, and Miss Louisa C. Dean, of Easton. Whole number of scholars in Mr. Williams' school 37; Average attendance $30\frac{1}{9}$; Length of school 1 month; Amount of pay received by Mr. Williams \$28. Number of scholars in Miss Dean's school 27; Average attendance $23\frac{1}{3}\frac{5}{8}$; Length of school $1\frac{7}{8}$ months; Amount of pay received by Miss Dean \$48.75. Average attendance of both schools 26; Length of schools by both teachers $2\frac{7}{8}$ months; Amount received as pay, by both teachers, including board \$76.75.

Mr Williams commenced the term, but failing in the general management and instruction of the school; it was thought that a just regard to the interests of the district, required him to relinquish a task for which he seemed unsuited. The school was therefore interrupted for three weeks; when the services of Miss Dean were secured. Under her admirable system of instruction and government, new life was imparted to the school, and the remainder of the term was highly satisfactory. The faithfulness and skill of Miss Dean are deserving of the highest praise; and they resulted in success beyond what your Committee had ventured to expect.

DISTRICT NO. 3.

Number of persons in the district between the ages of 5 and 15 are 51. Amount of money appropriated to the district \$186.98.

Prudential Committee—S. H. BRITTIAN.

SUMMER TERM. Teacher—Miss Sarah H. Phillips, of

Maine. Whole number of scholars 43; Average attendance 36; Length of school $3\frac{1}{2}$ months. Amount received by teacher as pay, including board \$80.50.

Miss Phillips deserves much praise for her fidelity to the interests of those intrusted to her care. Much progress was made in the right direction during this term. The teacher was firm and judicious in her government, affable and winning in her manners, and won the love of her pupils. May we not hope that her services may be secured to the school again?

WINTER TERM. Teacher—Miss Elizabeth E. Leonard, of Norton. Whole number of scholars 44; Average attendance 35; Length of school 4 months; Amount received by teacher as pay, including board \$96.00.

The interest which had been awakened by Miss Phillips during the summer term, was sustained in the winter by Miss Leonard, who, during the summer, in district No. 8, had shown herself a competent and faithful teacher. The district has been fortunate in its selection of teachers, and the school is now in a very prosperous condition. It is a matter of regret that there are some parents in this district who seem to undervalue the privileges which are offered in the district school, without money, to all the children within its limits; and who allow their children to frequent the shops, or remain in idleness at home, when they should be at school.

DISTRICT NO. 4.

Number of persons in the district between the ages of 5 and 15 are 29. Amount of money appropriated to the district \$129.10.

Prudential Committee—ADNAH HARLOW.

SUMMER TERM. Teacher—Mrs. Caroline Andrews. Whole number of scholars 26; Average attendance $22\frac{1}{5}$; Length of school $2\frac{3}{4}$ months; Amount received by teacher as pay, including board \$44.00.

Mrs. Andrews conducted the school to the satisfaction of your Committee, and it is believed her services were highly acceptable to the district generally. The

progress of the scholars, and the appearance of the school, were certainly such as not to admit of complaint.

WINTER TERM. Teacher—Samuel Jones. Whole number of scholars 27; Average attendance 23; Length of school 2 months $16\frac{1}{2}$ days; Amount received by teacher as pay, including board \$75.15.

Mr. Jones has been long known as a teacher in this town, and the other members of your Committee do not think it necessary to multiply words in his praise. The school was a successful one. Commendable interest was manifested by the scholars in their studies, and their labors were rewarded with no small degree of improvement.

DISTRICT NO. 5.

The number of persons in the district between the ages of 5 and 15 are 52. Amount of money appropriated to the district \$189.61.

Prudential Committee—ELISHA E. FREEMAN.

SUMMER TERM. Teacher—Miss Harriet A. Gooding. The whole number of scholars 51; Average attendance $37\frac{7}{10}$; Length of school 3 months; Amount received by teacher as pay, including board \$66.00.

The school made some advancement during the term, but did not evince sufficient interest and energy. The teacher manifested a disposition to do what she could for the success of the school; but seemed to lack, to some extent, the qualities necessary to give a teacher all that promptness and efficiency so desirable at the head of a district school. But perhaps a still greater obstacle to success existed in a want of co-operation with the teacher on the part of some of the parents.

WINTER TERM. Teacher—Alvin W. Pierce. Number of scholars 71; Average attendance $59\frac{1}{2}$; Length of school $2\frac{3}{5}$ months; Amount received by teacher as pay, including board \$91.00.

Mr. Pierce continued to maintain his usual success in teaching, and his scholars showed a pleasing inter-

est in their studies. Your Committee were particularly gratified with the attainments of several pupils in this school.

DISTRICT NO. 6.

Number of persons in the district between the ages of 5 and 15 are 37. Amount of money appropriated to the district \$150.14.

Prudential Committee—MELVIN LEONARD.

SUMMER TERM. Teacher—Miss Lucia A. Drake, of Middleborough. Whole number of scholars 41; Average attendance 31; Length of school 3 months; Amount received by teacher as pay, including board \$60.00.

Miss Drake had a very quiet and orderly school, and gave general satisfaction.

There seems to have been great irregularity of attendance during the term: the Register showing an average absence of one fourth of the whole number. The Committee are not aware of any sufficient cause for so serious a hindrance to the prosperity of the school.

WINTER TERM. Teacher—Charles D. Lincoln.

Whole number of scholars 42; Average attendance 32; Length of school $2\frac{9}{10}$ months; Amount received by the teacher as pay, including board, \$84.52.

Mr Lincoln had taught in this district previous to this term. His reputation as a good teacher, is well established, and in this school he was successful. The scholars showed commendable effort in the pursuit of their studies; and their improvement was considerable; though it was doubtless less than it would have been, had not sickness rendered the attendance very irregular.

DISTRICT NO. 7.

Whole number of persons in the district between the ages of 5 and 15 are 55. Amount of money appropriated to the district \$197.51.

Prudential Committee—C. G. WASHBURN.

SUMMER TERM. Teacher—Miss Dordana Macomber

of Taunton. Whole number of scholars 72; Average attendance 54; Length of school $3\frac{1}{4}$ months; Amount received by teacher as pay, including board \$89.37.

The Winter Term was also taught by Miss Macomber. Whole number of scholars 71: Average attendance 52; Length of school 3 months; Amount received by teacher as pay, including board \$94.50.

The Winter term of this school was affected injuriously, like several others in the town, by irregularity of attendance, resulting from sickness among the pupils. It is also feared that the influence of a *few* of the larger scholars, was not so salutary as it should have been. At best, the school was large, and unaided by any assistant, the teacher's task was laborious. The manner in which Miss Macomber acquitted herself, considering the circumstances under which she was placed, was in the highest degree creditable. With ceaseless industry, untiring patience, and superior skill, she labored, throughout both terms; exciting the admiration of all interested, who are capable of appreciating the efforts of a *first rate teacher*.

Your committee feel it their duty to call attention to the unsuitableness of the present school house, for the wants of the district. Without dwelling on its unfitness, we would suggest that a *new* house is *urgently needed*; and, when built, it should be provided with a commodious recitation room, and a liberal supply of black-boards. With the present conveniences—or rather *inconveniencies*—half the money and energy laid out on the school, annually, is wasted.

DISTRICT NO. 8.

Whole number of persons in the district between the ages of 5 and 15 are 20. Amount of money appropriated to the district \$105.42.
Prudential Committee—JAMES S. LEACH.

SUMMER TERM. Teacher—Miss Elizabeth E. Leonard, of Norton. Whole number of scholars 18; Average attendance $15\frac{7}{10}$; Length of school 2 months;

Amount received by teacher as pay, including board \$28.00.

Miss Leonard made her first attempt at teaching during this term, and we think that justice requires us to say that she made a good beginning. It cannot be expected that, in so short a time, very much can be accomplished either in acquiring or imparting knowledge.

WINTER TERM. Teacher—Miss Maria B. Leonard, of Norton. Whole number of scholars 25; Average attendance 22; Length of school $2\frac{5}{8}$ months; Amount received by teacher as pay, including board \$57.75.

Miss Leonard had not had much experience in teaching, and her success did not meet the expectations of your Committee. A failure in government, in this as in most cases, well-nigh resulted in destroying the usefulness of the school.

Having noticed each school in detail, your Committee now present the following

STATISTICS OF THE SCHOOLS.

Amount of money raised by the town for the support of schools during the past year	\$1200.00.
Income of Massachusetts School Fund	66.94.
Amount of money appropriated for schools	1266.94.
Average appropriation per scholar	3.94.

Number of different scholars, of all ages, in all the public schools in summer	332.
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Number of different scholars, of all ages, in all the public schools in winter	369.
Average attendance in all the public schools in summer	264.
Average attendance in all the public schools in winter.	289.

Aggregate of months all the public schools have been kept during the year 46mos. $18\frac{1}{2}$ days. Making an average of nearly $5\frac{7}{8}$ months to each district during the year.

Average wages per month of male teachers	\$33.12 $\frac{1}{2}$.
Average wages per month of female teachers	22.01 $\frac{6}{10}$.

To the facts and statistics which have now been presented, your Committee desire to add a few

REMARKS.

The importance of our *public schools*, as the means of affording a *good education* to the children and youth of our town, is too obvious, it is believed, to require pressing on the attention of an intelligent people. And it is certain that, if such schools are the *chief source* of instruction to a *large majority* of the children in town; no pains should be spared in rendering them as effective as possible. And in this work, the entire population of the town should unite from feelings of duty, honor and patriotism. Here is a field of labor for both sexes, and all classes. The town has something to do in its corporate capacity, in raising money, and electing the necessary officers to carry on the schools in a legal and proper manner. The officers, when chosen, have important and laborious duties to perform in their several spheres. No man should suffer himself to be an incumbent of any office, however profitless it may be, unless he is willing to discharge the *duties of the office* in a considerate and faithful manner.

But when every thing has been done with the utmost care, and teachers, as well qualified for their profession as can be procured, are duly installed in their schools; still much remains for parents to do, to render their efforts in the highest degree successful. It is not enough that a teacher receives his wages; he *needs more—he deserves more!* He ought to be able to feel that he has the good wishes and affectionate regards, of all for whom he labors. Children should be taught, at home, to respect the wishes, and obey the commands of the teacher.

Parents should see that their children are regular and punctual in their attendance at school; for unless they are, no teacher can instruct them to advantage. Irregularity of attendance is an *actual waste* of a portion of the money provided by the town and state, for educational purposes; and is, not unfrequently, a source of mortification to the teacher, and dissatisfaction to

parents. Blame is often thrown upon teachers, which justly belongs to parents; for, if scholars are *absent from school*, the teacher cannot be accountable for their progress in learning.

Again, it is highly desirable that parents should *frequently visit the school*, as a method of *manifesting* their interest, and *encouraging both pupils and teacher*. Let parents *try this, thoroughly*, and they will soon perceive, by an increase of effort and general improvement in the school, that the practice is productive of good.

In closing, your Committee would remark that, during the past year, the shortness of some of the school terms, has been a great misfortune; for it is easy to perceive that the last month of a good school, is of a greater relative value than the first. The brevity of the terms here mentioned, has arisen from a want of means sufficient to extend them to a greater length; thus showing a necessity for a more liberal appropriation for the support of schools, than was made last year. It is gratifying to know that an increase of the appropriation has been voted, for the ensuing year. It is hoped that every change in the future, like the one here referred to, may be in the *right direction*.

All of which is respectfully submitted,

WILLIAM READ,	} School Committee of Raynham.
SAMUEL JONES,	
WILLARD M. COPELAND,	

Raynham, April 5th, 1858.

A true copy—Attest,

HENRY H. CRANE,	} Selectmen of Raynham.
JOHN D. G. WILLIAMS,	

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF RAYNHAM,

FOR THE YEAR ENDING APRIL 1, 1865.

TAUNTON:
REPUBLICAN PRINTING OFFICE,
1865.

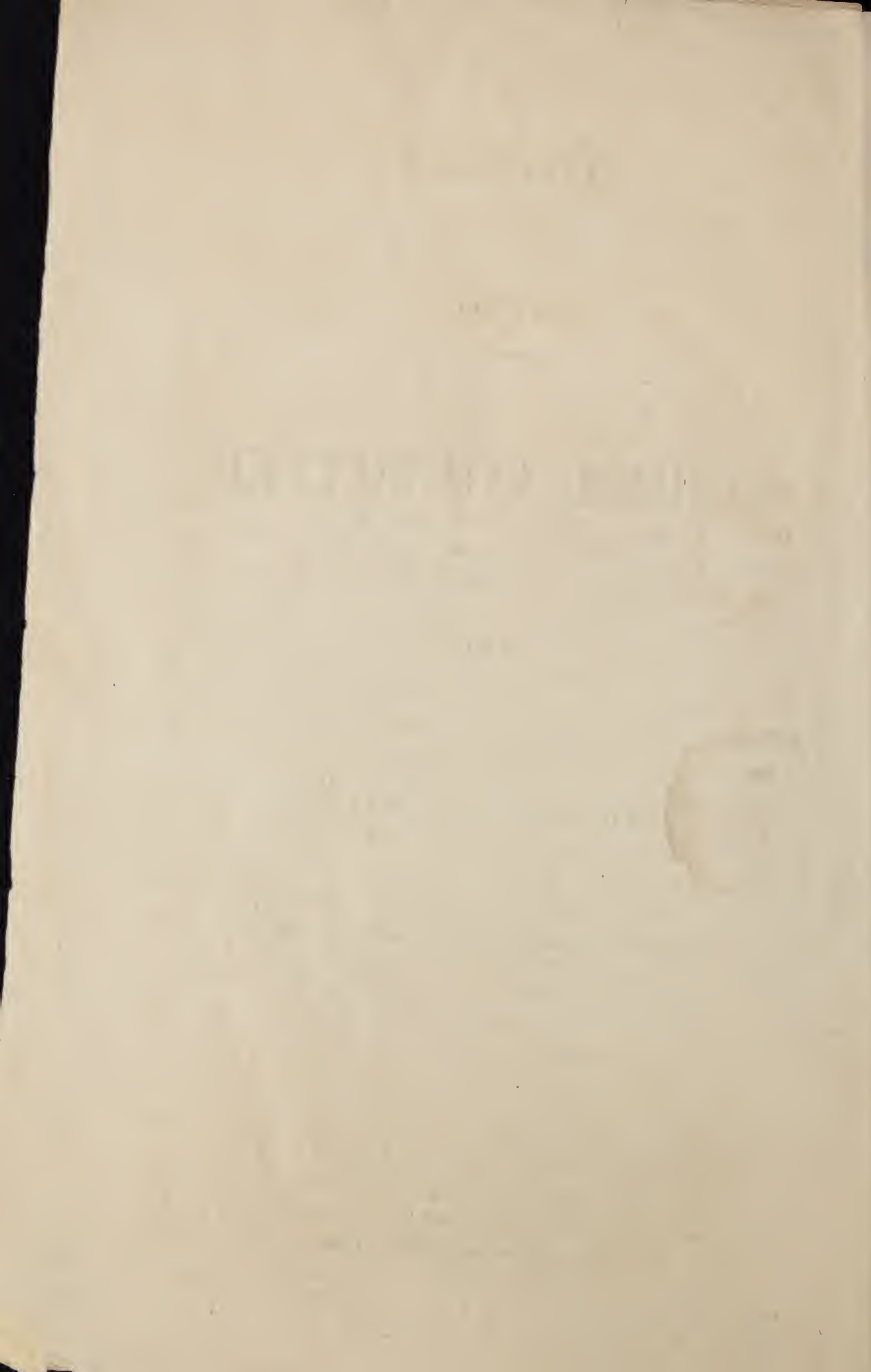


REPORT
OF THE
SCHOOL COMMITTEE

OF THE
TOWN OF RAYNHAM,

FOR THE YEAR ENDING APRIL 1, 1865.

TAUNTON:
REPUBLICAN PRINTING OFFICE.
1865.



REPORT.

We shall now, according to usage and as the law requires, present some general idea of the state of the schools the past year,—what has been done in them, what progress they have made, and shall suggest something necessary to their improvement. We have visited them often, and have almost always found them in suitable stillness and order giving due attention to their studies and showing proper respect to their teachers.

While the far greater portion of the pupils have evidently advanced in their learning, others in each school have learned but little, having frequently been absent, as the registers show; or their minds have been more on trifling and play than on their studies, or their talent, if they have any, has not been awakened.

We have for the most part been favored the past year with efficient and experienced teachers, who have not failed to exert themselves in preserving order, showing impartiality in their instruction, though perhaps taking more pains with the dull and delinquent; and like the physician who rejoices in seeing his patient recovering, they have shown no small pleasure when their pupils have well mastered their lessons and exhibited a good deportment. The school rooms have been kept in proper temperature, have been timely ventilated, the floors well swept daily, and habits of neatness and economy inculcated. What should we expect but that female teachers would excel in observing the rules of taste and good manners both by example and precept? The moral training of the children has not been neglected. The Bible has been daily read as a devotional exercise, and prayer offered, that the children might be sensible of their dependence and feel them-

selves under the eye of Omniscience, for without this no amiable character is rightly formed.

GOVERNMENT.

No real failure has occurred in any of the schools. In the Summer term of No. 6 there was some dissatisfaction in regard to some children whose temper probably was not accustomed to be subdued, and required firmness on the part of the teacher. Several who left the school in consequence had no sufficient cause for it. But a teacher is often blamed for doing her duty, or what parents themselves could not have done as well. If they who know the peculiar temperament of their children cannot make them do right, how can they expect a teacher, who is a stranger to them, will be able, at once, to control them.

In School No. 7, some boys of this class, not gentle or gallant enough to treat an accomplished and amiable teacher with respect, were sent out of the school for some days; thus depriving themselves of the advantages of school, till by a sense of shame they might see their error. To expel a boy for misconduct seems depriving him of the means of learning good conduct. There should be authority somewhere sufficient to keep him in school and infuse into him principles of virtue and honor.

In District No. 5, some boys at the commencement of the school were obstreperous and unmannerly, by hanging on behind carriages passing, using improper language; some times horses were frightened and missiles thrown; but all this was soon corrected by the teacher. We by no means object to children's sports properly conducted. But bursting out of school uproarously, so as to excite in travellers a fear for their horses, is to be corrected both by parents and teachers. Decency and propriety become children in passing strangers in the street.

Some parents will scold their children more for offending against manners than morals. They are mortified at the rudeness of their child, while they think his deceiving or uttering words bordering on profanity is funny. Some small boys

have been heard to speak profane words at play. They have doubtless heard older persons use them, and have thought it brave or courageous to imitate them. These are seeds of depravity, which if not checked in season, will grow and ripen into bitter fruits, which will cost their parents much sorrow. These evils are becoming extensive, and require the attention of all who have the care of children. They must be taught early. It is culture that makes the wild plant into a culinary root of great value. It is with masses of people as it is with individuals. If a school is commenced without regard to order, it is difficult afterwards to reduce it to that stillness and system which are necessary to progress in study. The best governed schools are those which are presided over without any parade or show of authority. Setting forth many laws and penalties often provokes resistance, and every statesman knows that a code of laws that makes large provision for the suppression of mobs and insurrections, indirectly opens the way for their existence.

There is much yet to be done by parents and teachers to subordinate and refine every generation of children as they arise. When we have brought a school under good discipline, and its movements are like machinery or military tactics, perhaps a few crude ones come in and infect a great number with their evil manners,—the teacher finds it up-hill work to quell them, and their parents connive at their villainy.

Most failures in schools are attributable to failure in discipline. Teachers are not to excuse themselves by saying it does not fall within their province to control their children out of school. The law makes it their duty to regulate their manners in the precincts of the school house as well as within it. We wish for more vigilance on the part of parents over their children's deportment in going to, and from school, when the eye of the teacher cannot be over them:—for what shows to a passing stranger the civility and refinement of a village more than the decent deportment of the children in the street. But if they show off their rudeness by hooting at him or hanging on to his carriage or throwing stones before his horses, he cannot but denounce them as half-civilized, and that their school

or family at home is working more for stratagems, outbreaks and collision, than for civilization and refinement.

It has been well said that "where school houses end in our country there ignorance and rebellion begin," and that the common school system carried through, would have saved us from a most direful civil war. But to look for such results we must see that our schools are of a right character, or they will lead some to do more mischief than otherwise they would have done. One said, "let me make the songs which the people shall sing, and I will answer for the habits and manners they will form." Much more true is it that they who preside in our schools and imprint their own image and superscription on the minds of children, are answerable for the habits and manners of future generations.

FEMALE TEACHERS.

An experiment is now being tried by the employment of female teachers through the year. We have had no male teachers the last year, and the year before but one, and yet we think the order and discipline have been improving. Schools are governed more by moral principle than they once were; hence there is less need of flagellations, or physical force. If our children can have a sensitive conscience awakened they can easily be taught to avoid the evil and choose the good, and we apprehend that this may be effected by female as well as by male instruction.

What boy-human nature requires is refinement of manners, gentleness, reserve, respect for superiors and proper self respect. It is allowed that these virtues which go to form the gentleman are more speedily learned of an amiable, accomplished female; because in her they appear natural and not overstrained, and are like the sparkling diamond set in a golden encasement:—or as a great writer says, "are like apples of gold in pictures of silver." So much more attracting are all excellences in woman than in man that no nature but that which is fiendish can resist them. It is said a lion in seeing a woman will not growl so soon as when seeing a man, and

is more easily subdued by her benignant countenance. We therefore think it safe to intrust our schools in which are many half-grown young men to competent female teachers;—when especially there is a power behind the teacher greater than the teacher herself. This power intrusted by the town and the laws to the School Committee, we intend shall be exercised, when called for, so that whoever resists the power shall be made to feel that he resists the ordinances of the State and of God, since “the powers that be are ordained of him.”

Many females in late years have had greater advantages by Normal schools and other institutions than they had twenty years ago. That they are as capable as young men to gain the knowledge of school studies is admitted. While so many young men are called to the war or to enter our manufactories with an education half finished, it is fortunate for us that we have so many young ladies capable of taking the management of our schools. Let them have your support by increased wages, which are now urgently demanded and be sustained in their authority, and you will see the happy results. Some recommend appointing female School Committees, as they would have more time to attend to the business. As for our young men, we almost despair of their rising to high attainments in knowledge so as to become teachers. They remind us of the maiden Atalanta in Greek mythology, who having outstripped several competitors in the race, at length was beaten by Meilanion who dropped three golden apples one after another, which she, turning aside, stopped to take up, and thus lost the race. So our young men are soon turned aside by some golden object which has higher attractions than knowledge.

We have been requested to say who of our teachers have done the best, that a selection might be made from them to teach again; but we have always avoided making invidious comparisons, or pointing out faults that would injure one's reputation. But this we can say, that those who have been employed several terms have gained our confidence, and the others have acquitted themselves well, and we should not hesitate to approve them again. It is almost invariably true that

a good teacher's second year is better for her school than her first, for reasons that are too obvious to mention.

WAGES.

In the eight Districts of this town the average wages of teachers has been about twenty-seven dollars per month, making to each teacher for the six months school \$162. Deducting from this sum the price of board at three dollars a week, amounting to seventy two dollars, leaves her ninety dollars for the two terms of the year. What a small compensation for the arduous labors of the school room for that length of time. It is only \$3.75 a week. Girls in the weaving or spinning rooms of factories receive higher wages. How can girls afford to spend two or three years at the Normal school or in some Academy in order to teach for no higher pay? Is it the honor of the business that invites them? We think that both honor and justice and the increased expenses of living demand a more generous recompense for teachers.

If male teachers were employed they would require about a third more wages, and then our schools would be cut down to about five months a year, unless a greater sum is raised by the town.

SCHOOL MONEY.

Notwithstanding the immense expenses of the war, the means of education have been well supplied in the State. In the towns and cities the sums raised for the payment of teachers by voluntary taxation for the year 1863-4 was \$1,536,314, which is \$102,299 in advance of the preceding year. This speaks well for the public schools. By estimate the average sum for every person between five and fifteen years of age is \$6.25. This town, though it has involved itself in debt about twenty-five thousand dollars in raising soldiers for the army, has not diminished its support for schools, nor shortened their terms. It raises for each child between the age of five and fifteen years \$4.59, which is far more than a medium sum in the towns of the Commonwealth. Were our eight schools reduced to six, how much more economically might the same

money be expended, and each school might then be kept at least seven months in a year. Every teacher and almost every parent knows that two terms in a year of three months each are by no means enough for children under fifteen years to attend school. During a vacation of three months many a child loses more than half he learned the preceding term. Many are taught little or nothing at home, and when they return to school after an absence of months, they show the backward course they have taken.

PATRIOTISM.

Considering patriotism as essential to a good citizen, we think that the principles of it should be inculcated in our schools and at home. It is not enough that children read patriotic pieces in their school books; oral instructions from their teachers will make a deeper impression. The character of the true citizen is early formed. It is in childhood he should be taught due respect for civil government and the laws which secure to him protection of life, liberty and the pursuit of happiness. Some who were in the schools a few years ago are now in the army or navy, dealing heavy blows upon the enemies of our institutions. We trust that those in a course of training will not be wanting in loyalty, but will be ready like their predecessors "to contend earnestly for the faith delivered to our Fathers."

Our chief men have often inculcated the truth, that our government and free institutions are based on the intelligence and morals of the people; and Judge Story was accustomed to say in addressing Grand Juries, that our government is an experiment of a people who have undertaken to govern themselves, and if it proves a failure, many generations will pass before another people will attempt to renew the experiment.

GOOD READING.

We are obliged to make the complaint that we have made before, that there is little good reading in several of our schools, even among those pupils in whom we should expect

it. The fact is not from want of voice, or suitable books, but for want of drill or sufficient teaching. The reading is indistinct, rapid or inarticulate, and so confused that a hearer a few yards distant would not understand half of it.

We had a teacher in the summer who had a class of eight or ten who at the examination read to the satisfaction and admiration of the visitors. She had taken unusual pains with them. You would need no book to follow them to know what was read. Their reading was distinct, deliberate, not with overstrained emphasis, not monotonous, free from mannerism, and showed animation, letting the sound of each word fall clearly upon the ear of the hearer, especially at the end of the sentence. Could we not have such natural, easy reading in our schools if the proper teaching was given? We had thought of taking that class with us from one school to another, if practicable, to exhibit to other pupils the kind of reading we wish for, that by example from some of their own age, as well as by precept from teachers they might know what good reading is, for the right instruction can be given only by a good reader.

Prizes of large amount are offered in the Normal schools to those who excel in this branch of learning, which has been so much neglected.

Distinct articulation is the first thing to be attended to; then the pitch of the voice; then the spirit and sentiment of the piece that is read, and common sense and natural tact must direct the whole performance. We want nothing rhetorical or forced or overstrained, or artificial in our children's reading, but a plain and almost familiar utterance of our noble English. But instead of this, what do we hear? A measured, monotonous drive of sound, as disagreeable and almost as unintelligible as a foreign language. Few teachers have considered the requisites of good reading, or if they have, they have not acted in view of them, either for want of resolution or patience. What can more offend good taste or delicacy of feeling than to hear selections from our best

writers and orators dishonored and crippled by being badly read?

In all our schools we have Webster's Dictionary, which gives the definition of every word in our language, but Worcester's is thought to be more full and accurate in giving the right pronunciation. But it is not sufficient that either of them should lie on the desk; it should be often consulted. Yet what a vast number of words do even the first class read in their lessons, the meaning of which is uncertain to them. This is one reason why they read so imperfectly.

PRACTICAL STUDIES.

We have not a sufficiency in our schools of what may be termed practical studies. Boys learn to solve questions in the Arithmetic under the higher rules while they have little knowledge of the rules applicable to the common business of life. How few, though it is said they have been through the Arithmetic, know how to measure a load of wood, whatever may be its dimensions, or to measure boards, plank or joist, or find the solid contents of a stick of timber, or measure a triangular or square field; or know how to keep accounts in a proper manner. They have gone over the rules in Greenleaf, but let them have a new question such as often occurs in business and they are nonplused. Let teachers endeavor to supply this defect, that when one leaves the school he may know how to apply his Arithmetic to some advantage and not be mortified in seeing an unlettered man measure lumber, or cast interest with more facility than he can. The books are designed to be practical, but the pupil fails to see the application. He can work Duodecimals from the book with the author's directions, but when abroad and without book he is uncertain and perplexed. That is knowledge which one can command at any time for his own and others' advantage. The physician studies remedies from books for certain diseases, but if he cannot recollect and apply them to the disease he is treating, his patient suffers and perhaps dies through his ig-

norance. So it is when school learning fails one in the business of life.

SINGING.

In almost all our schools there has been a singing class who have once a day sung some suitable hymn led by the teacher. This practice now so common, though it would have been quite erratic forty years ago, has its numerous benefits. It brings the children into a better state of mind, by removing bitterness of temper, and introducing cheerfulness and elevated sentiments after wearisome study and confinement. Hence it has become very obvious to teachers, that as in nature some of the grandest effects are produced from latent and simple causes, so in a school, simply singing a suitable hymn, the rule and order of the school are more easily sustained. Just as it was when an Eastern king was haunted by an evil spirit, that is, a vindictive temper, and his minstrel David played in his presence on a harp, or performed an oratorio, the evil spirit departed from the king, and then it was, that "mercy became the monarch better than his crown." So it is very likely to be in a group of children. If they delight to sing together, they are not so likely to indulge in revenge or malevolence, or plot mischief or stratagems.

Proverbs and patriotic songs have contributed to the formation of national character, and manners. A popular ballad at a certain period in England, is said to have changed the political sentiments of the whole nation. Every one knows how much temperance songs in our day have contributed to diffuse the principles of temperance through the community. It is stated in history that the chorals of Luther did as much for the Reformation as his bold and vehement preaching did. What is there so stirring to an army going into battle as the spirited charge of a few words from their leader, and the patriotic songs then on their lips? If our children are taught some national airs, they may, in after life, like the Swiss in foreign lands, shed tears for their country in hearing them sung.

COMPOSITION.

In some of the schools the larger scholars have practiced writing compositions on familiar and interesting subjects. A selection of these has usually been read at the examination greatly to the satisfaction of your committee. This exercise we strongly recommend, because it teaches the pupil to think, write and talk correctly. When one undertakes to put his thoughts upon paper, he revolves them in his mind, studies the subject he is writing upon, and endeavors to express himself in proper language. In doing this he will consider the rules of grammar, of punctuation and correct spelling. Hence a variety of the branches is brought into the exercise, and what school study is there which so well shows one's scholarship, or is so well calculated to improve his genius and bring out real knowledge. Letter writing is miserably done by many who have gone through the schools, not only as to penmanship, spelling and punctuation, but as to form and style. Ought not this deficiency to be remedied at school? Who is fitted for transacting business, or writing letters, unless he can write or speak English correctly? It has afforded us much pleasure to see with what propriety some of our young Misses, and in one or two instances of eight years of age, have written and read their themes at examination.

PRUDENTIAL COMMITTEES.

The duties devolving on the Prudential Committee are not numerous, but very essential to the interests of the school. They have the charge of the school house, are required to keep it in good repair, not out of the school money, but from means supplied by the District. They may however employ a boy and pay him from the school money to build a fire. The Prudential Committee in some few instances have omitted some things which should have been done: for instance, letting an out-building very necessary to the school lie in a horizontal position, thrown down by the wind or other means, and leaving a hole large enough for a boy to crawl through

to the partition between the entry and school room; and in one school a yard of plastering off and falling from the ceiling, endangering one's head. We hold that neatness and tidiness in buildings and fences should be inculcated on children.

All which is respectfully submitted.

E. SANFORD,
GEO. G. PERKINS, } School
Committee.

No. Dist.	TEACHERS.	Length School Sum'r. in Mos.	Length School Winter.	No. Scholars Summer.	No. Scholars Winter.	Aver. Attend'e Summer.	Aver. Attend'e Winter.	Wages per Mo. Summer.	Wages per Mo. Winter.	Visitors Summer Term.	Visitors Winter Term.	No. over 15 in Winter.	Not absent a day in Winter.	Sum Appropriated to each District.	PRUDENTIAL COMMITTEE.
1.	Elvira Wood,	3	3	31	44	23	32	26	27	33	10	10	4	\$139,72	Nathaniel Dean.
2.	{ Hattie A White,	3	3	34	44	28	32	24	32	21	10	2	3	149,02	Davis King.
3.	{ Sarah E Crane,	3	3	55	60	43	50	33	33	14	15	6	10	167,61	Charles Wilbur.
4.	{ Ella J. Copeland,	3	3	21	22	17*	17*	22	22	15	10	5	1	116,48	Alden Gushee.
5.	{ Clarinda Macomber,	3	3	45	48	41	42	29	30	17	17	5	3	155,99	William O. Snow.
6.	{ Sarah E Leonard,	3	3	35	48	22	30	20	30	17	18	5	6	149,02	Melvin Leonard.
7.	{ Fanny K. Howland,	3	3	74	77	61	30	27	24	24	16	5	6	223,38	C. G. Washburn.
8.	{ Mary J. Luscomb,	3	4	17	21	14*	17*	29	32	8	10	3	5	76,98	Seth D. Wilbur.
	{ Adeline V. Wood,														
	{ Susie H. Cushman,														
	{ Marietta A. Skinner,														

Number of Children between 5 and 15 years of age in Raynham, 338.

Sum voted for Schools in 1864, \$1300.

Sum received from State Fund, \$69.20.





REPORT

OF THE

School Committee

OF THE

TOWN OF RAYNHAM

For the Year ending April 1st 1866

TAUNTON

C A HACK & SON PRINTERS

1866



REPORT

OF THE

School Committee

OF THE

TOWN OF RAYNHAM

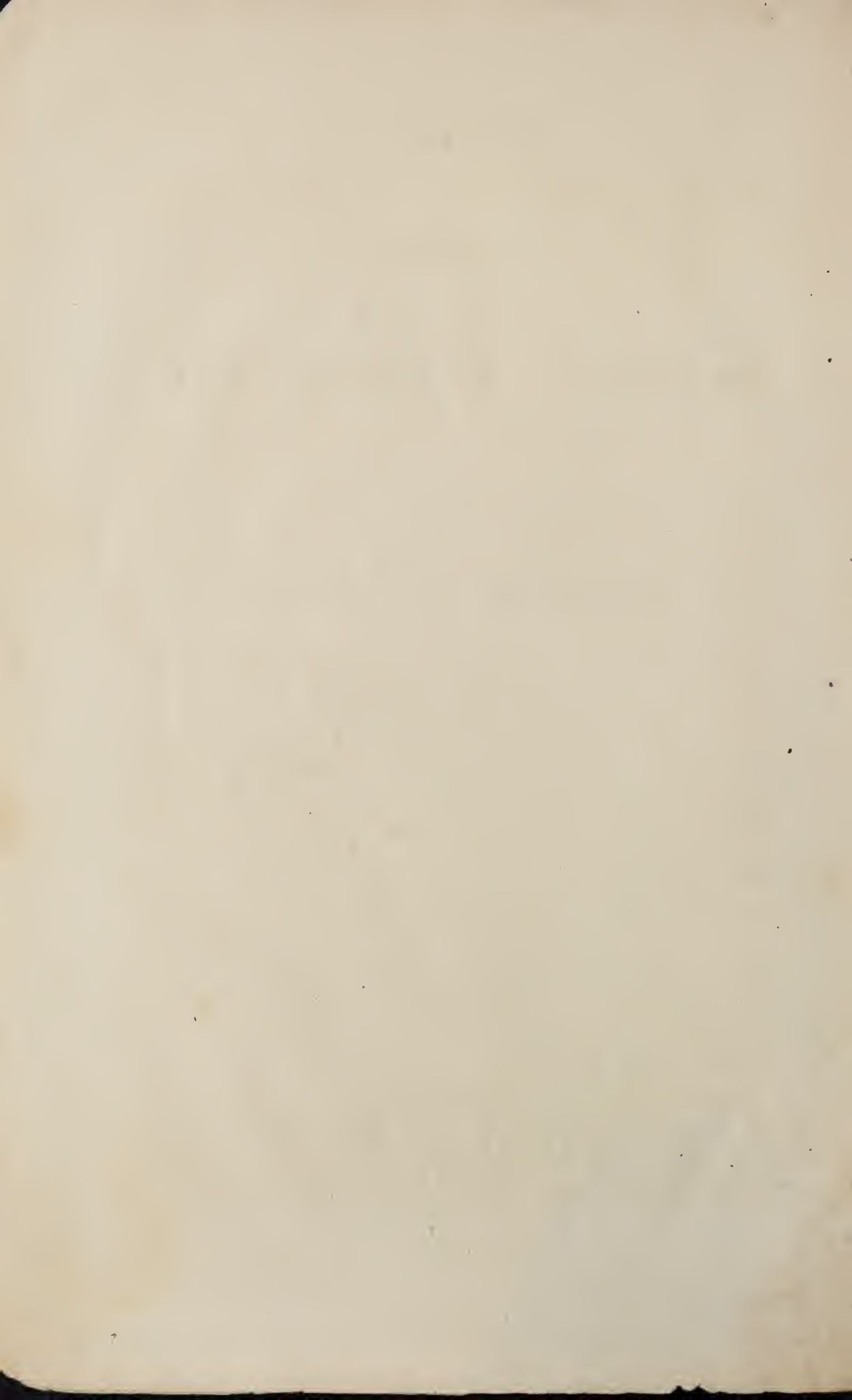
For the Year ending April 1st 1866



TAUNTON

C A HACK & SON PRINTERS

1866



REPORT.

By the General Statutes of the Commonwealth, it is required that the School Committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the committee shall judge to be necessary, and proper to promote the interest thereof.

The School Committee of Raynham in compliance with the duty imposed upon them, respectfully submit the following report.

The past year in most of our schools has been one of progress, in some cases of very marked and gratifying progress in the various branches of study. In all the districts the teachers have earnestly striven to do their duty to the pupils, and the town, and if any have not succeeded to the full extent of their desires, and that of the committee, the fault of partial, or serious failure is by no means to be charged to the teacher alone. In some cases very serious obstacles have had to be met and struggled with,—obstacles which but few teachers could overcome. Your Committee will allude to some of these fundamental hindrances before closing their report. It gives your committee great pleasure to state that the last examinations just now closed, were in the majority of cases a decided advance upon any we have witnessed for some

time past, evincing able, faithful, unwearied, and successful effort on the part of the teachers, and a highly to be commended diligence, on the part of the scholars. Though much progress has been made in some quarters, there remains still a very broad margin for improvement, ere we can congratulate ourselves upon possessing model schools; but we are sure this ground can be attained in Raynham as well as elsewhere if all those upon whom the responsibility rests will but duly consider the matter, and work harmoniously and perseveringly together. The school committee, prudential committee, parents, and teachers should be a unit in this great and fundamental work, which underlies the highest good of the youth and children of the town, state and nation. But these elements are not harmoniously combined here, and perhaps it is a consummation not to be fully realized anywhere at present; but where it shall be, either in this town or any other, we shall have results of the most gratifying nature. Such a union every good citizen, every philanthropic, patriotic and christian heart will desire with all desire, and labour thoroughly to promote. Union here will be strength, and that strength will be so applied as to ensure complete success. In district No. 1 we have had a partial exemplification of the truth of these remarks, and also in district No. 3. These schools, under their excellent, accomplished, and indefatigable teachers, Miss Elvira Wood, and Miss Marietta A. Skinner, in union with the efforts of parents and the school committee, have steadily improved, each term witnessing an advance upon the former, until they now rank among our best schools. Here too we have realized the benefit of permanency in regard to teachers. They have not been changed at the close of every term, but these districts have had the good judg-

ment when they have secured a good teacher to hold on to her as long as possible, and thus they have secured a steady advance. But universally where the system of changing the teacher at the close of each term, to gratify the whims, caprices, and prejudices of one or two very unreasonable persons, has prevailed, there the school and the town have suffered, and money has been spent to but little advantage comparatively—the due equivalent is not returned in the solid improvement of every parent's child. One of the greatest losses to a town which your committee can contemplate, is the removal from it of accomplished and successful teachers, like those above referred to. And it is with sorrow that they are called to contemplate their removal from our midst. They will leave us with the hearty regrets of many, with the unqualified approbation of your committee, and with the consciousness that they "fought a good fight," and won the victory. May the Great Teacher ever be with them, and lead them into the green pastures of his truth, and feed them with the hidden manna." While some of our schools have proved the advantage of the continuance of good teachers, others have demonstrated the ruinous policy of frequent removals. It is not in the power of even a good teacher to accomplish much for a school in a single term. It takes the whole of that time for the teacher to get acquainted with the school, and to bring its various scholars into a proper classification, and for the scholars to get acquainted with her, and used to her methods. The second term is worth twice the first, and the third, and fourth, and so on, are ever increasing in value: But change your teachers each term, and it is almost impossible for that school to make a steady progress, and arrive at a high grade,—to fulfill the just expectations of the

parents and to accomplish at all the end aimed at by an intelligent and competent school and prudential committee.

District No. 8 has suffered from the too frequent change of teachers above alluded to, but under the efficient teaching and discipline of its present teacher, it has in part retrieved its lost position.

District No. 2 has passed through a series of embarrassments which almost any teacher would find it difficult to surmount in a single term. This school has had three different teachers in three successive terms, and, as we might suppose, the discipline and progress of the school has greatly suffered. There has also been a sad want of parental co-operation and sympathy with the teacher. The firing apparatus has been in a sad condition so that the pupils have been subjected to both cold and smoke, and to an atmosphere in which no child could efficiently study, or teacher teach. We do not censure the teacher for these things, but have a profound sympathy for one thus circumstanced. For a variety of reasons, satisfactory to the committee, this school was closed on Friday, Jan. 19th. It was re-opened after a week's intermission by the earnest request of a portion of the parents, and the pledge that they would sustain the teacher. We are happy to say that the latter part of the term has been a decided improvement upon the former portion. The register tells the story in part.

DISTRICT No. 4.—This school too has suffered from a too frequent change of teachers, but through the past term has been taught by an accomplished teacher. One thing wanting in this school however, as well as in some others,

has been a manifest lack of energy and decision. We hope to see these schools take a high rank yet.

DISTRICT No. 5.—This district has also been depreciated from the too frequent change of teachers, but it has possessed the advantage of having had very efficient and successful teachers, and the extensive sympathy and co-operation of the parents of the pupils. The term just closed has evinced progress very gratifying in almost all the branches of study, and with the same teacher for other terms, we doubt not it will advance to a much higher grade.

DISTRICT No. 7.—This is the largest school in town, and the most poorly accomodated with a school-house and other appliances to assist a teacher with such a charge. We fear too, there has been but little cordial co-operation on the part of parents. The school has, however, made some progress under great disadvantage. When the district shall provide a suitable school building and other necessary appliances for a successful school, their children will reap abundant advantages.

DISTRICT No. 6,—We are gratified to state that there has been a steady progress in this school, and that, but for the indifference of parents it might have attained a much higher rank. In scarcely any school in town has there been such a lamentable want in this connection as in this. We hope parents in this district will seriously ponder this matter, and be determined to sustain nobly their teacher, and take a just pride in having their school raised to a high rank. It can be done,—there is all the material for it in the district. Let all the districts be determined, be fully determined to begin a new and aspir-

ing era with the next term, and then we are assured no district will spend its money and labor for that which satisfieth not, but will reap an abundant harvest from the seed sown.

REMARKS, SUGGESTIONS, &c.

It would be impossible for your committee to impress upon the minds of parents too deep a sense of their responsibility in connection with our schools. If it be important to the success of a school that we should have a live and thoroughly accomplished and qualified teacher, and live scholars who will work with all their might, being animated and inspired by the rare qualities of their teacher, it is no less important to a good school, that it should have the hearty co-operation of the parents. The teacher should be sustained by every parent, in her plans, discipline and endeavors, unless they are palpably wrong. They should be forbearing and patient, slow to judge and condemn a teacher until they have ascertained the facts in the case. Parental intermeddling and obtrusive interference has ruined hundreds of schools. The position of a teacher is one which involves great responsibilities, is beset with many perplexities, is surrounded with great obstacles, and is, for a great variety of reasons, one of the most difficult in which to give universal satisfaction; therefore parents should give teachers their sympathy and cordial support; should not hastily condemn them and speak ill of them in the presence of their children. Kind words and words of sympathy, spoken at home, will take a strong hold upon the children's hearts. A just reciprocation on the part of parents, of a teacher's efforts, will not only enhearten a good and faithful teacher, but

will eventuate in the greatest advantage of the children. From the family are the issues of all good or evil, success or defeat. The maintenance of good family government at home will ensure good scholars at school. But where the children govern at home they will be the most insubordinate and disorderly pupils in school, and the parents who maintain no family government will be the most capricious and unreasonable in their treatment and judgment of a teacher. It has been justly said "that a large proportion of the punishments inflicted on children at school would justly fall upon the parents, whose neglect, or ignorance of what constitutes a parent's duty, has entailed upon the child perverse and disrespectful habits. Says Gen. N. P. Banks,—“Above all, and more important than all, are the true principles of home government, the foundation of all government, without which there is no stability, nor material wealth, nor permanent prosperity.” Another eminent writer has said,—“parents are the protectors of families and states; of state and family interests largely considered and beautifully combined.” Parents who acknowledge the truth of these sentiments and act harmoniously, reap a sure and abundant reward in the progress in knowledge, piety, and good conduct of their children. “Home is earth's first greatest school.” It does, or leaves undone, more than all other schools to make the child an angel or a demon.

But how can parents co-operate and render efficient the labor of their teacher for their children?

1st, Govern your child well at home. Teach him the principles of obedience; the habit of bowing to duty; of subjecting his will to the authority of the proper guide; of yielding his heart up to the eternal, unchangeable rule

of right. This is the germ of all future good,—the first lesson in obedience to God.

2d, Train your child so as to ensure health, activity and vigor of body ; fill his mind with virtuous principles ; above all subject him to good habits.

3d, Be deeply solicitous that your child should be well instructed at school ; that he possesses the general knowledge which is necessary to enable him to discharge the duties which rest upon him as a member of society ; that he possesses that particular knowledge which may fit him to pursue his profession in life with success ; and that intellectual discipline which results in what is called a well regulated mind.

4th, Let it be a fixed principle with you that your child shall be punctual and constant at school. The evils of the opposite cannot be described.

5th, Cultivate the most friendly feelings towards, and intercourse with the teacher of your beloved children ; and at home, honor the teacher, and bring your children to do the same, by all your words and actions in reference to her in their presence and hearing.

6th, *Sustain the teacher's authority.* This every teacher has a right to demand and expect. If you do not do this then you have no ground for complaint, that she does not maintain authority, or govern her school well.

7th, Visit your school often, take your work with you and spend a few hours frequently where your children are being trained. Our school registers tell a sad tale in this respect. Never, if possible, be absent from the examinations.

8th, Be exceedingly cautious lest through parental partiality, you condemn the teacher upon the complaints of your children, of harshness, partiality, or ill-treatment.

Ever bear in mind the general rule, that the presumption is, the teacher is right, and the pupil is wrong, or at any rate, that the child has been guilty of some misdemeanor, or fault.

9th. Study to appreciate the great advantages which our common schools afford your children. Natural affection, humanity, patriotism, and the entire current of divine teaching, cry out against, and denounce the outrage of leaving children without that knowledge, that intellectual and moral training which can alone fit them for the proper conduct of life.

10th. Do all in your power to encourage your children in their studies. Inquire of them frequently how they are getting along, and ascertain what progress they are making. Inquire of the teacher also. Kind words to the teacher will not be amiss at times.

Again, your committee would recommend the greatest care in the selection of teachers. This is emphatically one of the most responsible and important duties connected with our school system. And yet where the district system prevails, in nine cases out of ten, it is put into the hands of persons who are either indifferent, or totally disqualified, and the consequence is that in many cases disqualified teachers are presented to the school committee for approbation, and they must be approbated or the committee are liable to every charge which a disappointed and incensed prudential committee man can invent. And if the teacher presented is permitted to commence the school, but it is found for some reasons she

cannot successfully teach, or govern the school, she must not be removed by the committee, but suffered to go on, and teach at the will of the prudential committee man. Now it is hard to make the school committee responsible for the welfare of the schools under such a system of things as this. Many prudential committee men possess not the first qualification for the responsible and fundamental work of selecting teachers; they are not chosen with respect to their qualifications, and hence we can see how poor teachers are so apt to get employment. Many of the prudential committee men in our towns seldom visit a school during the term of office. With our knowledge and experience, it is clear to us that those who superintend and direct the schools and are responsible for their success,—who know the teachers, and accept or reject them, should also employ them.

Your committee would say a few words relative to the moral training received in common schools.

It has been truly said by an eminent writer “that in our attempts to legislate all sectarianism out of our schools, we have legislated all religion out of them.” We have given too much reason for the taunt of the Pope of Rome, and his clergy, viz :—that our schools are godless schools. The State of Massachusetts has not been delinquent in the matter however. In her revised statutes she has reiterated and endorsed a good old statute of the ancient puritan commonwealth, making it an imperative duty of the teachers, on all suitable occasions, to inculcate “the principles of piety and justice, and a sacred regard to truth; love of their country, humanity and universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance; and those other virtues

which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above named virtues to preserve and perfect a republican constitution, and secure the blessings of liberty as well as promote their future happiness; and also to point out to them the evil tendency of the opposite vices." Thus our beloved and honored old commonwealth in part provides. The daily reading of the Scriptures and the offering of the Lord's prayer, or some other, as by law required also in our school, will accomplish but little alone to secure the sublime purposes contemplated by our benevolent state legislation. Avoiding all mere sectarian teaching (which is contrary to law,) our children in all our schools should be assiduously trained into the possession of a deep and realizing sense of their moral obligations,—their obligation to be prompt, punctual, and constant in their attendance, correct in deportment, truthful, kind, forbearing toward each other,—examples of justice and injustice, benevolence and hatred, love and selfishness, forgiveness, mercy, discretion, pity and patience, cheerfulness, fidelity, magnanimity, prudence, courage, self-government, patriotism, perseverance, industry, order and neatness, and the duties of citizenship, and such like, should be presented to their minds intelligibly for their imitation or avoidance. Acts fundamentally wrong should never be treated as simply transgressions of laws instituted for convenience and decorum; but the higher, the moral nature of the child should be appealed to, and the conviction secured that all actions are subject to the inspection and judge-

ment of a higher power. Says Horace Mann, (1st An. Report Board of Education,)—"Teachers address themselves to the culture of the intellect mainly. The fact that children have moral, natural and social affections, then in the most rapid state of development, is scarcely recognized. One page of the daily manual teaches the power of commas; another the spelling of words; another the rules of cadence and emphasis; but the pages are missing which teach the laws of forbearance under injury, of sympathy with misfortune, of impartiality in our judgments of men, of love and fidelity to truth; of the everduring relations of men, in domestic life, in the organized government, and of stranger to stranger. How can it be expected that such cultivation will scatter seeds so that, in the language of Scripture, "*instead of the thorn shall come up the fir tree, and instead of the brier shall come up the myrtle tree?*" If such be the general condition of the schools, is it a matter of surprise that we see lads and young men thickly springing up in the midst of us, who startle at the mispronunciation of a word, as though they were personally injured, but can hear volleys of profanity unmoved, who put on arrogant airs of superior breeding, or sneer with contempt at cases of false spelling or grammar, but can witness spectacles of drunkenness in the street with entire composure? Such elevation of the subordinate, such casting down of the supreme, in the education of children is incompatible with all that is worthy to be called the prosperity of their manhood. The moral universe is constructed on principles not admissible of welfare under such an administration of its laws. In such early habits there is a gravitation and proclivity to ultimate downfall and ruin. If persevered in, the consummation of a peoples destiny may be still a

question of time, but it ceases to be one of certainty. To avert the catastrophe we must look to a change in our own measures, not to a repeal or suspension of the ordinances of nature. These, as they were originally framed in wisdom, need no amendment. Whoever wishes for a change in effects, without a corresponding change in causes, wishes for a violation of nature's laws. He proposes as a remedy for the folly of men, an abrogation of the wisdom of God in providence." We can never make our schools what they are capable of being, and ought to be, until the statute laws of the commonwealth having reference to the moral discipline and government of the same, are more faithfully, and wisely executed. Our teachers may have much learning, the most desirable personal appearance, a mild, gentle and amiable disposition, "so amiable and gentle that they may smile, and smile and be insulted" to their face daily. It may be very pretty to talk of "those plastic natures which yield like wax to the impress of soft persuasion". But every judicious parent and teacher knows that foolishness is bound up in the heart of a child, and (sometimes) needs the rod of correction to drive it far from him." Children must learn that there is a power enthroned in their teacher which they are bound to respect. There must be the application of law to the mind, and the conscience. And law is, "that rational thing by which a free agent is bound to regulate his actions," whether the law be human or divine. The fundamental idea of rightful authority, and implicit obedience must be taught and enforced in our schools. Never was there a period in the history of our State, and of our community when our school children and youth had greater need to understand, "that al-

most obsolete imperative, obey." Every school should be governed by a few simple and clearly defined laws, but fixed, and inflexible, and every infringement properly punished. That parent, or teacher has performed a sublime work and well entitled himself a great benefactor of his age, who has brought the immortal minds subject to his charge into cordial subordination to law, human or divine. It is beautiful by human science to prepare the mind for usefulness on earth; it is sublime and godlike, by lessons of divine truth, to prepare the enfranchised soul for the enjoyment of eternal happiness in the bosom of its Father, and its God. But these two things should never be separated. Both the intellectual and moral nature of man must be educated together by all the means, and appliances with which we are furnished as parents, and teachers. And let us never forget that the most efficient modes of impressing a child with the importance of any thing is for a parent, or teacher to let him distinctly see, by his own looks, words, and conduct, that he sets a high value upon it.

Respectfully submitted,

WM. J. BREED,
 SAMUEL JONES, { School
 E. B. TOWNE, { Committee.

STATISTICAL TABLE.

No. District.	Teacher.	Length School Summer Months.	Length School Winter Months.	No. Scholars Summer.	No. Scholars Winter.	Aver. Attendance Summer.	Aver. Attendance Winter.	Wages per month. Summer.	Wages per month. Winter.	Visitors Summer Term.	Visitors Winter Term.	No. over 15 in Winter.	Not absent a day in Winter.	Sum appropriat'd to each District.	Prudential Committee.
1	Elvira Wood,	3	3	43	42	34	34½	\$27	\$26	22	12	3	8	\$173.07	Nathaniel Dean, 2d,
2	Sarah E. Crane,	3	3	43	26	34	21	24	30	25	23	1	1	141.87	Abram F. Wilbur,
3	Lydia P. Standish,	3	3	63	52	51½	43¾	33	38	15	13		12	291.87	Joseph R. Presho,
4	M. A. Skinner,	3	3	18	22	17½	18¾	22	24	35	35	5	6	121.07	H. W. Crane,
5	Mrs. Hathaway,	3	3	51	47	45	41	24	25	9	9	7	10	175.67	Theo. Dean,
6	Clarinda Macomber,	3	3	30	36	23	28	20	24	15	12	3	2	134.07	I. G. Robinson,
7	Almira F. Hunt,	3	4	75	74	54	54	32	32	10	13	1	3	235.47	Jesse King,
8	Elvira F. Williams	3	3	15	17	12¾	14¾	24	24	23	10	2	5	82.06	John D. Thompson,
	Ella Copeland,														
	Emma T. Leonard														
	Adeline Lincoln,														

Number of children between 5 and 15 years in Raynham, 329
 Sum voted for schools 1865, \$1500.00
 Sum received from State Fund. \$83.15

